

## **Transcript for FLO Panel: Artificial Intelligence in Post-Secondary Education, a B.C. Perspective (May 23, 2023)**

**BCcampus session hosted on May 23, 2023**

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**Hosts: Helena Prins and Gwen Nguyen**

**Moderator: Clint Lalonde**

**Panelists: Jenelle Davies, Christian Schmidt, Fizza Haider, and Lucas Wright**

HELENA PRINS:

Good morning, everyone. My name is Helena Prins and I'm an advisor with BCcampus. And I'm here to welcome you to our FLO panel on Artificial Intelligence in Post-Secondary Education, a B.C. Perspective. I'm so glad you joined us. Today I also have quite a few of my team members here that I just want to acknowledge. And we have Kelsey Kilbey. She is our valued tech person who will make sure the session goes well as much as we can control technology. We also have Tracy Roberts, director of Learning and Teaching, and she is creating a graphic recording of our panel discussion and will share that with you later. I'm also here with my wonderful colleague, Dr. Gwen Nguyen, who will set the stage for us shortly with a bit of a preamble about artificial intelligence. And the moderator for our event today is the director of Open Education at BCcampus, Clint Lalonde. I want to just acknowledge the contributions of my team members. This was indeed a team effort to bring everyone together for this panel discussion. We also, since it's a panel discussion, brought together some wonderful individuals from our sector. I'll start with Jenelle Davies. She's a student at SFU, and she's also an organizer at the BC Federation of Students, so we're happy to have Jenelle with us. We also have Fizza Haider, who is a learning designer from the University of the Fraser Valley. Thank you, Fizza, for being here. We have Christian Schmidt, who is a newish to British Columbia. He's an open librarian at UVic and is now in charge of the Special Projects Library. So thank you, Christian, for being here. Last but not least, we have Lucas Wright, who is a tech developer from University of British Columbia and many years ago seconded to BCcampus as a BCcampus mentor so, Lucas, we're glad you're here today.

With that said, next slide, we have a few housekeeping items just to remind you that the session is being recorded and it will be shared publicly. So if you do not wish to be recorded, please just remain on mute. You can also even change your display name by renaming yourself. And then you won't be captured in the recording that we'll share afterwards. We have enabled live captioning. If you need that, you can turn on that button below on the menu option. And finally, I really want to invite each of you as an audience member to be our first panelists. So you can participate in this discussion today by using the chat functionality. Please pose your questions, your comments. We're also going to share a Google Doc where we would like for you to contribute as you have resources that you might want to share with the rest of the sector. So please do participate. But since we are a very big group, we're going to ask you just to remain on mute unless Clint invites you later to unmute and participate with your microphone then. With all of that said, I want to hand it over now to Clint who is going to start us off in a good way with the territorial acknowledgment. Thank you, Clint.

CLINT LALONDE:

Thank you, Helena. As Helena mentioned, I am the director of open education with BCcampus, and I'm very happy to be here to be moderating this panel on artificial intelligence in higher education. Such a hot topic as you can tell with the number of participants that we have today. So I think we have a great session lined up. I'm joining you today from the traditional territories of the lək'wəŋən (Lekwungen) speaking peoples of the Songhees and Esquimalt Nations on Vancouver Island. And whenever I do this land acknowledgment and I recognize both the Songhees Nation and Esquimalt Nations individually, I'm reminded that there are two separate nations today and not one lək'wəŋən (Lekwungen) Nation because of colonialism. And the division in the nation occurred because of colonialism. Last year I had an opportunity to do a guided walking tour called the Signs of Lekwungen around what is now the inner harbour here in Victoria, British Columbia. The Signs of the Lekwungen consists of seven unique site markers around the harbour. These are bronze castings of original cedar carvings from Coast Salish artists that mark traditionally significant Lekwungen locations around the harbour. And it was during this tour that our guide, Cecilia Dick explained to us that prior to 1911, there was just one lək'wəŋən Nation. But when the reserves were established and the forced resettlement of the lək'wəŋən occurred in 1911, the community was split in two by the government of the day into two separate nations on two separate reserves: the Songhees Nation and the Esquimalt Nation. These are two nations that had been one nation for hundreds, maybe thousands of years before. Families that had lived together and hunted and gathered together for generations were abruptly and arbitrarily split up and joined with new families, which disrupted these long-established social connections within the community. So whenever I do the acknowledgement of both the Songhees Nation and the Esquimalt Nation, I'm reminded that the reason why there are two nations and not one is because of colonialism and the impacts of colonialism live on today. And this is one of the tangible ways that we can see the impact of colonialism as that split continues to this day. And if you find yourself in Victoria this summer, highly recommend doing the Signs of the Lekwungen walking tour. If you just go to the inner harbour, they're set up there. It's a great walk around the inner harbour. And it begins again for the summer season on June 21st, which is also National Indigenous Peoples Day here in Canada.

Okay, Just before we dive into the content for today, I do want to mention some of the interactive elements that we're going to ask you to participate in. Helena talked a little bit about those. We have a collaborative Google document that we're hoping you will contribute to. We'd like to build sort of an annotated reading list around AI and teaching and learning. And we'll share those, that link in the chat. We will share it a couple of times over the course of the session because the chat is going to move fast with 120 participants here. We'd like you to share something that maybe has resonated with you or is giving you some helpful advice or some suggestions, maybe has raised something critical that we should be considering about using AI in teaching and learning that's made you maybe pause and consider how you would use it or whether you should use it at all. Add the link and the resource to the Google Doc and a few words as to why you find it useful so that others can better contextualize why the resource

is there. And then we'll pass that link onto everyone after the session is completed. And hopefully it will be a rich resource that you can refer back to. We're also going to be using Mentimeter a bit later on. We're going to ask you about what AI tools you're using, what you have tried, and maybe some of the opportunities and the challenges that you see with using AI in education. So be prepared, we'll be using Mentimeter in a little while.

However, just to start things off here, we have a quick poll for you to start the session. We're interested in getting a sense of how you're feeling right now at this moment about artificial intelligence in education. Now, are you coming to this topic for the first time? Maybe you've explored some of the current tools like ChatGPT, or Bing. Perhaps you're using it quite a bit and you've discovered some ways to incorporate AI tools into your teaching and learning workflows or your teaching and learning practice. Or who knows, maybe you're actively avoiding AI for one of the very valid criticisms around the current platform. So we're just going to take a minute here and get a sense of who's in the room and what your opinion is around AI today. Okay, let's see the results there, Kelsey. Okay. "Explored a few tools" seems to be the popular choice right now. Yeah, yeah, "Early adopters," some 5% just don't trust it. That's good. We're going to dive into some of those reasons and rationales for why you might not trust it or might not want to use it when we talk about some of the ethical considerations around incorporating AI into your teaching and learning practice. So it looks like we've got a group here that have tried things out, kicked some tires a little bit, and are now curious as to where this is going to go, which is what we're all curious about. Thank you very much for participating in that poll. Okay, So just to get us all on the same page here, we're going to start this session with a bit of an overview of what we mean by AI so that we all understand the contexts that we're discussing today. So I'm going to hand it off to my BCcampus colleague, our teaching and learning advisor, Dr. Gwen Nguyen. And Gwen's going to set the stage for the session with a bit of an overview and presentation here. So Gwen, go ahead.

GWEN NGUYEN:

Thank you. And good morning, everyone. My name is Gwen and I'm an advisor with the Teaching and Learning team at BCcampus. It is my pleasure to be with my team and with all of you in this important topic. Thank you. I feel like we say thank you all the time, but it's a good word to start any conversation. So thank you very much for joining us today. It's slightly intimidating to set the stage for this critical topic in higher education since generative AI and what we learn about it, it seems to come fast and furious. But it's a beautiful day in Victoria and no rain, yet, around 13 Celsius degrees. So I guess it's a good day to talk about AI. And indeed, everyone, anybody who's been paying attention to the last few months, journals and signs related to higher education will see the headlights like this. And the theme is usually around AI, and AI is disrupting education and students are going to violate academic integrity with AI tools like ChatGPT. What are some problems, as well as promises with AI tools. So no one is actually an expert in this, in this field at this point. And I think it's hard to be an expert in this field when it's a recent, fast development and current impact or potential impact on higher education. So what is AI, actually? When we hear the term AI, we usually think that it really belongs to a scientific view or some big giant tech companies. But we might not be aware of it, but most of

us have been interacting with AI on a daily basis. One of the first things that many of us do every morning is to reach for our smartphones. And when our ID gets unlocked using biometrics, for example, with the face ID is using the artificial intelligence to enable that functionality. Apple Face ID can see in 3D right now, for example, or after unlocking your phone was next. So many of us actually check the social media account. Not only it is artificial intelligence working behind the scenes to personalize what we see in our feed. It also helps us with figuring out our friend suggestions, identifying and filtering some fake news sometimes as well. Most of us can't go a day without doing a Google search or actually doing music streaming on the Spotify discovery daily, for example, those are all enabled by AI based on your search history. When we commute to work or elsewhere, the travel is enabled by artificial intelligence, including more than just the maps, for example, like Google Maps, as well as other apps, use AI to monitor the traffic jams and to predict real time. So since the release of ChatGPT in late 2022, the integration of AI into our everyday life is very fast becoming our new reality, actually. I won't get into the history or nitty gritty of AI here, but I would like to introduce the AI terms in general. Next slide, please.

So AI is a very fluid term introduced in research around 1950s. In general, it refers to the system having human-like cognitive capabilities and are capable of high-level task solving. So if you check one article from Deloitte, for example, AI refers to umbrella terms that are used to describe multiple technologies or methods in some way trying to replicate an element of human intelligence so that the term in general covers different types of AI. It can be weak or strong AI, narrow or general AI. And for example, if you check Alexis, and we think that this AI is a very strong AI, but actually it is still referred to as the weak AI because it only covers some tasks, it's not able to interact with the world the way that the human does. And artificial intelligence, AI, can also refer to different technologies, for example, machine learning or deep learning, or large language learning models like ChatGPT. So in higher education, AI has been used in different places. For example, like plagiarism detection or chatbots for enrollment and retention, learning management system analytics, transcription for faculty lectures. It can be used to analyze the student success metrics, and so on and so forth. So AI uses for instructional tasks, for example, like providing feedback on assignments, tutoring, conducting assessment, or creating personalized learning opportunities for the student. And we can also see some plagiarism detection software like Turnitin. AI use for institutional tasks, for example, like planning, curricular, and making financial decisions in some universities already. So according to one article, in 2021 EDUCAUSE. So they did a quick poll and they recognized that instructional tasks, usually the AI was used from 8% to 23%. And for institutional tasks, it's on the rise from 20% to 33%. To develop and on some fundraising activities, as well as planning academic support resources. For the student assistance and support tasks. So it's still on the rise from 10% to 32%. They are using chatbots as well as digital assistance. So all of those, what is my take for this one? I think whether we like it or not, whether we accept it or not, it's here to stay and evolve with us. So it is very important that we lead in this conversation, not to follow it or chase it. And we actually don't need to be expert in it. But we need to start an open and sustained conversation around this topic. And among our colleagues and students like the talk that we are starting to do today. And I invite you to bring your questions and concerns as well

as your excitement into this talk. So feel free to pop up your questions into the chat as well. So let's just imagine, can I have the next slide, please?

Let us imagine what is learning or teaching in AI time. And what are some opportunities or potentials of AI in higher education? In this slide, you can see a tentative outline of our talk today. And I hope that we will together go through some of those points together. And so without further ado, I know that you really want to meet with our wonderful panelists and our moderator today and hear their stories, as well as their insights on AI in higher education.

CLINT:

Thank you, Gwen. Before we get to that panel discussion, I think you heard Gwen talk a little bit about the numerous ways that we may be using AI already and we aren't even aware of it. So just before we get to the panel, we want to do a Menti poll and find out how you are using AI, what AI tools or technologies have you used or have you tried on a regular basis? So there is a link in the chat to our Menti poll. And you can go to [menti.com](https://www.menti.com) and use the code 32882074. You can do this on a device or a screen, and we'll just find out what tools that people are using on a regular basis. Yeah. Expect to see ChatGPT there quite a bit. Yeah. Lots of ChatGPT. Some art-focused ones. Duolingo, there we go. There's one of the applications that people may not realize is, is using AI to run Midjourney, I'm seeing that. I think I saw Dall-E in there, which are a couple of image generators. Bing, Grammarly. That's another one. Grammarly is another application that has recently started using AI in it as well. So we're seeing a whole bunch of different uses there of a whole bunch of different applications around artificial intelligence. So I think what we want to do here is just show that artificial intelligence is not just ChatGPT, which seems to have taken a lot of the energy in the room when it comes to discussions. But we're starting to see and have seen for quite a while now, actually, AI in use in numerous tools. And I was reminded last week, actually, of a tool called Wolfram Alpha, which if any of you are in math or stats disciplines, is an artificial intelligence-powered website that has been around for about 15 years now. I think it started in 2008, 2009. And for those of us who've been around in the educational technology space for a long time, may remember at that time there was a lot of discussion going on that's very similar to what we're hearing today about how this tool could potentially be used by students for cheating, air quotes, cheating on this. And one of the things that I was thinking about as I was remembering the work around Wolfram Alpha is if you want to find out how AI might impact teaching and learning, math department and math instructors might be someone to talk with at your institution because they've been dealing with AI for about 15 years now. So great, thank you very much for participating in that Menti poll.

We're going to jump into our panel discussion. And to frame this discussion, I want to start with a quote about technology for one of my favourite media theorists and educators, the late Neil Postman. He said in his 1992 book, *Technopoly* that, quote,

"Every technology is both a blessing and a burden. It's not either-or but this-and-that. Technological change is neither additive nor subtractive. It's ecological. I mean ecological in the sense that the word is used by environmental scientists. One significant change generates total

change. If you remove the caterpillars from a given habitat, you're not left with the same environment minus caterpillars. You actually have a new environment. You have reconstituted the conditions of survival. The same is true if you add caterpillars to an environment that has none. This is how the ecology of media works today as well. A new technology does not add or subtract something. It changes everything." End quote.

And I think that today we are seeing a new technology that is changing everything. As you can tell from the media interest and the interest that we have in educators. So here to talk about this change, we have SFU student Jenelle Davies, who is with the BC Federation of Students. Christian Schmidt, open scholarship librarian at UVic, Fizza Haider, learning designer at University of Fraser Valley and Lucas Wright, an educational technology developer at UBC. Welcome, panelists. So great to have you here. I've given you a brief introduction, but I do want to start by giving each of you the opportunity to introduce yourself and maybe tell us some of the contexts as to your relationship with AI in higher education. So Jenelle, let's start with you. Tell me a little bit more about who you are and your role and how you became interested in the topic of AI.

JENELLE DAVIES:

Yes, So I am a student at Simon Fraser University in the Labour Studies program. But before that, I started at Douglas College and kinda got involved with the student movement. And in my time in post-secondary advocacy, I got really passionate about students being included in curriculum development and bringing that kind of democratic process into academia. I think my interest in AI stems from also my interest in digital literacy and how we can tease out these really important concepts in the regular course content we're already taking in class, especially being a liberal arts student, there's lots of ways to talk about these really important issues in the classroom. So that's how I got started and got really interested in this work. Previously in between a break from going to school, I was also a student advocate at the Student Union of Vancouver Community College. So I dealt with a lot of students doing grade appeals and that sort of thing and different sort of misconduct issues. And so I'm really passionate in trying to reduce the amount of misconduct cases that were happening on campus and starting to understand some of the systemic issues students are facing on campus in terms of their academic experience and how we can marry all of those things together to make academia better for all of us.

CLINT:

Wonderful. Thank you. Fizza, let's go over to you. Tell us a little bit about yourself and your interest in AI.

FIZZA HAIDER:

Thank you. My name is Fizza Haider, and I work as a learning designer at the University of the Fraser Valley. Prior to this, I was working as an experience designer focusing on accessibility of learning environments at the University of Victoria. And so both those roles involve me collaborating with faculty from across disciplines to design courses that are accessible to all of

our students and enhance their learning. And in doing so, I explore with faculty all the various kinds of educational technology tools that are available to us in the broader market, as well as some of them are introduced at our institutions and so how those can be leveraged best to enhance the student experience. Because at the end of the day, our role is to make learning better for all of our students through our instructional practices. And those instructional practices have to be evidence based. They have to be, we have to be ahead of the curve. So any technology that comes into the market that our students are fascinated by, that our students are learning about, and are using to support their learning, it's our role to get to know more about that technology and see how that technology can be best used, again to improve the student experience. So that's kinda how I've been looking into AI as well because let's take it, a student's interest in AI and AI tools is what really brought it to the forefront in post-secondary education as well. And so since our students are wanting to learn about it, they're wanting to use it, we as designers, we're facilitating and supporting instructors to design courses. Look into that tool and see how we can best proactively use it rather than reacting to it now that it's out there.

CLINT:

Thank you, Fizza. You've touched on a couple of topics that we are going to be hitting on definitely in this session. I want to pass it over to Lucas now, Lucas Wright at UBC, tell us a little bit more about who you are, your role, and how you became interested in the topic of AI.

LUCAS WRIGHT:

Hey everyone, it's great to see so many names I recognize here. I like to use AI, this is a bit of an aside, I like to use AI for medical advice and whenever I use it, it says I'm not a doctor. And I'm not an expert today. I'm here to have a conversation about this. I'm a senior educational consultant at the CTLT at UBC. And in that role for about 13 years now, I've spent a lot of time giving space for faculty, staff, and students to talk about different technologies and to think about them. And I think that's where I fit into this space is a new technology or a newish technology that's coming up quickly and finding a space to talk about it. We can talk about this further, but right now I really have two minds on it. From a personal level, I have some challenges with written output. And this is, this tool has made a massive difference in my work life and my life. But as I read tweets from people like Brenna Clarke Gray, other people in there, there's this huge critical lens on it, so I'm really fighting between my critical side and a side that I see a lot of value coming from.

CLINT:

Thank you, Lucas. Christian, over to you.

CHRISTIAN SCHMIDT:

Hi, everyone. Thank you for having me. Thank you for organizing this wonderful panel. So I'm an open scholarship librarian here at UVic Libraries. And I've been having my professional education in Germany, actually. I just recently came here to the lands now known as B.C. and Canada. And so my background is sometimes informed by that. There's a few differences.

Nevertheless, I think my interest in this topic started earlyish as a personal interest. I saw a few colleagues play around with early, let's say, early writing tools that were forerunners of ChatGPT running on an earlier large language model. And I've seen interesting things come out of that, especially from colleagues in library law. They wrote interesting essays and shared them on Twitter, so I started playing with those myself. I've also been using deep AI-informed translation tool for a while and I feel that it made my English writing a lot better without me having to translate and write stuff for me, but it just helps me to find, like to expand my vocabulary. So also being neurodiverse, I recently learned, makes me a little bit of an early adopter of, I'm always interested in new things that comes naturally for a lot of us who have that background and makes me a bit of an early adopter. And then just before ChatGPT entered the stage in November last year, I happened to give a talk to colleagues here at the library. We have a nice professional development program internally. And I gave a talk about a tool that I have also been playing around with, which does literature review on AI or AI-based literature review. This is all just to show colleagues what is already out there. What can be done with it? Asking the questions that we're asking ourselves right now. What, how does it change our professional environments? How does this work? What potential do these tools hold to change our outreach, and few days later ChatGPT hit. And with that, a lot of questions were, like a couple of coming into the library by faculty, sometimes students, around these tools. And so, because I had touched on that already, got on that topic for the library and now having a systematic approach to it, we are doing, we have an AI literacy task group and other systematic approaches to this hand in hand with other entities here on campus at UVic Learning and Teaching Centre. So as everyone else has said and as Gwen said so nicely in the beginning, I'm also not an expert. I'm interested, I'm learning every day that will also I'm sure of it remain like that forever probably. Since things are evolving so fast. But I'm trying to get a handle on this for the libraries and for our patrons to make sense of it. So, yeah, I'm really happy to join this conversation today and learn from everyone here.

CLINT:

Wonderful. Thank you so much and thank you all the panelists. You've set the stage really nicely for our discussion here, raising a whole bunch of topics in your introduction here that we're going to hit on.

I want to start off with the academic integrity piece because that has seemed to be where a lot of focus has been around generative AI tools and AI tools in general. And I do want to start with a student perspective on this. Jenelle, I'm going to start with you here because there's been a lot of concern voiced by educators around the use of AI and academic integrity, but there doesn't seem to be as much conversation around the use of AI from a student perspective or hearing the student voice around how AI and how students are using AI and what they're thinking about use of AI in teaching and learning. So what are you hearing about how students are using AI tools as part of their studies?

JANELLE:



Yeah, what I see from my classmates and even in my own practice, even in my own classwork is that students are using, really using AI where there's a service gap that doesn't exist for them. I'm a student with a disability, but I don't qualify for accommodations at school, so I use tools like voice-to-text or converting a YouTube video into a text. Because the video I'm being asked to look at for class doesn't have captions on it. For instance, it's hard for me to focus on a video that's an hour- and-a-half long of content that I'm supposed to memorize without being able to read it, so I see that kinda angle. There's a lot of students using the tools that exist to help themselves study a bit better based on whatever they have access to. Typically, those are easier and more affordable tools to use and less hassle than trying to go through all the steps you have to go through to get any sort of accommodations through the classroom. But there's also just a lot of ways that students are using AI to kinda get that extra help or assistance where there's the Students Services lag behind or there's like backlogs for tutors or the Learning Centre is full or the library's closed because you can only study at night, what have you. And so you see a lot of students like using ChatGPT to be like, I need help outlining my essay. Like where should I start to get a sense of where to go or I study a second language through Duolingo. And sometimes though, the grammar doesn't make any sense. So you can ask ChatGPT like, Hey, why did they say my answer was wrong? And you, it might not be perfect, but you get to have a little back-and-forth with somebody that you don't normally have access to. I feel like it's filling a lot of gaps and I think there's a big conversation about, like you said, the academic integrity piece. And I think that that's the very small portion of what students are actually using these tools for. But in a perfect system where we know our post-secondary institutions had all the funding they needed, and students had all the support they needed, I don't think there would be as much desire to use these digital tools if you had like an in-person or easily accessible service that exists. It's replacing or being used as a substitution for those lack, the lack of supports that we see on campuses just because of underfunding and overburdening of our faculty members and underfunding of the system more broadly. And so people are doing the best with what they can. And that's where I hear a lot of our students and myself, even as a student, sort of using those tools.

CLINT:

Thanks. It's interesting, I was reading an article in *The Atlantic* just last week from a man named Ian Bogost, who's an instructor at University of Washington in St. Louis, Missouri. And actually I have a quote here, about what he was finding about his students. He had a student, "A student I spoke with who studies politics at Pomona College uses AI as a way to pressure-test his ideas. Tasked with a research paper on colonialism in the Middle East, the student formulated a thesis, then ask ChatGPT what it thought of the idea. Quote, 'ChatGPT told me it was bogus,' he said. I then proceeded to debate it. In doing so, ChatGPT brought up some serious counter-arguments to my thesis that I went on to consider in my paper." End quote. The student also uses the bot to recommend sources, which we can talk about. Treat ChatGPT like a combination of a co-worker and an interested audience, he said. So Ian says this student's use of AI seems clever and entirely above board with it, but if he borrows a little bit too much from the computer-generated language, then if they run it through, Turnitin, which is the plagiarism checker that they use at their institution, it could still flag his work as being very inauthentic. So

professors can't really know whether students are using ChatGPT, in nuanced ways when it comes to their assignments. Or whether they've engaged in brazen cheating. Which I think is kind of the crux of it right now, is how do we tease out when students are using it in nuanced ways and is that okay for them to use in nuanced ways? And so I'll just throw that generally out to the panel to hear what, what, what is happening at your institution around the ideas around academic integrity and student use of AI tools. Lucas, maybe we'll start with you. Oh, sorry, Christian, you've got your hand up. Go ahead.

CHRISTIAN:

Doesn't matter, if you want to start, no problem. I just wanted to add to that interesting discussion of Jenelle because I think that something that I found really interesting. As I've said earlier, I now realize I'm neurodivergent having ADHD and I'm always happy to talk about that because I think it needs to be destigmatized. And so what I'm also trying to do is to be in that, to get into the bubble, to learn more about it and how others experience it, and what I have found really interesting makes perfect sense with, along with what you just said, Jenelle, is that none of ADHD folks and neurodivergent folks, but not necessarily only students, but I think I get a lot of them and probably also faculty I guess, do also see that exact use case on being useful to fill a gap that often it's not being addressed and there's a certain level of hurdles to get accommodation depending on what you have or even if you have even been diagnosed with whatever you have. And even if you do have that, I think sometimes... I'm just going to talk from the library perspective. I think we don't offer enough tailored services towards a certain percentage of our patrons who fall into that spectrum. And I know now from reading about it, that is neurodivergent folks who are using the tool or other tools as well. Just like, exactly like that. Like they create a learning environment that will fulfill that need to be, to be used to process information a little bit differently. Because there is, some things are happening really, but there's not enough being done for them that is useful to them. So I think that's really interesting, more or less positive use case of these tools. So I just want to add that because I feel like it fits perfectly with what Jenelle just said.

CLINT:

Lucas, go ahead. Did you have anything to add grade and I mean,

LUCAS:

What I'm seeing at UBC right now. I mean, first of all, UBC has currently decided not to use the Turnitin plagiarism checker, which is an interesting decision. And I think there's a lot of challenges around that checker and how we figure out what students are doing with the tool. I know the checker itself right now has a lot of false positives. And I think you've kind of alluded to this is we don't know what students are using it for. I mean, tools like Grammarly, students have been using for a really long time. So are they using ChatGPT to check their grammar? Are they using ChatGPT or generative AI to wholly generate an essay? And another piece that we're seeing is different faculties trying to adopt syllabus policies around these tools. So a couple of the approaches I've seen is faculty members saying that students can use it as long as they cite it in certain ways or opening it up and just forbidding its use in some cases. But again, I think

the challenge is how they're using it. And I wanted to mention one other thing. I think Celia shared a link in the chat about from an article talking about... from an undergraduate student that recently came out talking about how students are using ChatGPT. And in this article Owen Kichizo Terry, who's an undergraduate student at Columbia University, says that faculty were not using it like you think we're using it, so we're not using it, like the media always talks about, can I generate this idea? Can I generate a whole essay with ChatGPT? And he says, No, we're not doing that. And I'll just read you this quote. He said, "The more effective and increasingly popular strategy is to have the AI walk you through the writing process step by step. You tell the algorithm what your topic is and ask for a central claim. Then have it give you an outline to argue this claim. Depending on the topic, you might even be able to have it write each paragraph the outline calls for one by one and then rewrite them to make it flow better. And I actually played with this myself, and it's a great way to use it, but in a very different way than would be caught by the checkers. And also, it kinda blends learning with plagiarism. It's somewhere in the middle. Those are a couple of points I had.

CLINT:

Fizza, I want to bring you into this conversation, picking up on something that I think all the panelists have touched upon and how it is a valuable tool for people who may be neurodivergent or need accommodations, require accommodations. And I know that, I want to bring you in because I know that you have an interest in accessibility as a learning designer at University of the Fraser Valley. And so I want, I want to hear what's happening at your institution around that. Are you seeing that as well with students that that is one of the ways that they are using it?

FIZZA:

Yes, I think students are definitely using it as a learning support tool, particularly in situations where, as Jenelle was saying, that this lack of access to accommodations because you don't quite meet the threshold or because you don't have the resources. Students are turning to tools like ChatGPT also because it's open source. It's easily available to them. But I also see the flip side of that where students are using it as a learning support tool and then maybe there's a smaller minority which is maybe using it for ways that they shouldn't be using it. What's being picked up more by instructors is the non-academic, non-productive use of AI. And that's kind of more front and centre in their minds, just like anything else is. We tend to highlight, this is just human psychology that we tend to highlight the negatives more. They're something that is more memorable to us. And so the response sometimes of instructors is how to counter that. How do we come up with a foolproof way that our assessments are going to be testing the students and the students are not going to be able to use these tools. And in doing that, sometimes, we as educators are designing assessments that are more restrictive, that have more barriers, further creating learning barriers for our students, who to begin with were using the tool to support them. So they're already struggling, and they're wanting to use a tool because they maybe struggled with idea generation, or maybe they struggle with proper sentence structure, and that's why they're using the tool for that little bit of writing support. But now to respond and react to the technology, we as educators are now sometimes designing

assessments that are creating even more barriers for the same group of students. So there's kind of this tug of war between the two groups. However, I do recognize that, again, when the technology initially... December, January, February, there was a lot of concern. There still is concern, but I think that that concern is now, maybe, they very gradually shifting towards with the passage of time now that we're talking more and more about it, we're having conversations with our faculty, letting them know that this technology is here to stay. And again, it has a lot of positive uses as well. We're hearing student voices, we're also letting us know why they're using it. Some of the reasons behind using the tools are clearer to us. Faculty is beginning to understand and now, you know, testing their own assessments back. There's a classic example of an instructor who I've recently worked with who's been using a case study as an assessment and was working really well. And then she put the same case study prompt into ChatGPT to see if ChatGPT could generate a response. And that helped her tweak her own case study when she got a response and she shared it with me and she said, you know, by all standards of the rubric, but I've generated, I would've given this particular response a high B, a B+. How can I maybe change my prompt? What else can I include? So they're now including things like reflective questions, things that draw upon conversations that have happened in class, so that students can leave in those conversations and demonstrate their learning. It's not that easy to just come up with a response with ChatGPT.

CLINT:

It's a great examples, Fizza. Examples of how teaching and learning practice might be evolving to work with some of these tools and might help instructors actually create stronger assignments or different assignments that kind are using the tools themselves. So Jenelle, you've got your hand up. Go ahead.

JENELLE:

Yeah, I just wanted to add, I think when we talk about students who participate in academic integrity issues or plagiarize or use ChatGPT, I don't think we talk enough about why students are doing that. I will say, I know a lot of students have been dealing with students for a long time, working with them and been a student for feels like forever. Nobody wants to pay like \$3,000 for a semester and then hand in ChatGPT essays to you all to get grades. Like nobody feels good about that. But I think what we know in the back of our mind, but we don't think about when we're putting together. When we're going through our coursework for this semester is like if students are working full-time, which a lot of us are, I worked 40 hours a week, Monday to Friday. The weekend is when I do all my schoolwork and so I do my best to do as much as I can. And thankfully, I'm a mature student who's been around the block a few times. And I work all day in this field. So me putting out a paper overnight is like not impossible. Won't make me, won't get the best grade on it, but I can churn one out pretty quickly. It's what I get paid to do in my actual work, but that's very rare for other students to have access to that. Students will feel for sometimes given the state that they're in. They work a lot. They have a lot of readings to do for class that they have to do to keep up with the final. The final is worth 40% and got to remember all this stuff. So they're going to let the paper slide, and they're like we'll do it the night, but we'll just do it later and then later comes up and you're like, oh, shoot, it's

due tomorrow. I just have to get something in and I'll, maybe they won't notice. I think that it's important to remember the workload that students are facing. The ones we know about, the ones we don't know about. Like not every student is being supported by financial means that they don't have to do their own work. Not every student is young and doesn't have a family or other kinds of responsibilities. And there's like, there's lots of little things that we can do with the traditional final research paper essay component where I found really helpful when it's like your first assignment is actually doing your outline, your second assignment is your thesis, your second assignment is gonna be a lit review, and then you're mostly done all the hard work to get your research paper done. So you've broken that assignment up over the entirety of the semester, like little tricks like that. But I think it's important to not just focus on having these tools that you can use to check if somebody's plagiarized and that's it. Because if there's a student out there, we will find a way to get past all of the Turnitin tools that exist in the world. Like you could just Google it on Reddit, and there's going to be 25 different Reddit posts of people being like, How do I get away with doing the thing that I want to do because I don't have time to do it the way that it's meant to be done. And so I think it's thinking more about rather than like how to punish or how to detect academic integrity issues. I think it's much to Fizza's point of figuring out how do we design assignments that don't lend themselves easily to these tools being used? And then how do we break those assignments up to recognize the amount of work that's on a student's plate. Because your class is often not the only class a student is taking and what they're doing on campus. Unfortunately, and I wish it wasn't the case, but unfortunately, school is not the top priority for the majority of students on campus, and that is a shame, but it's the way of the world that we live in. So while I work on that in my professional life, in the meantime, we have to kind of figure out a way to do academia in a way that makes sense for the current generation of learners.

CLINT:

That's a really important point, Jenelle, and actually it's something, I'm gonna go back to that Bogost article that I had. And it sounds like I say bogus when his name is Bogost That article in *The Atlantic* where he was interviewing students around the use of it. And one of the students had said, "It's a milkshake of stressors, costs, other externalities that have created a mental health crisis on college campuses for students. AI, according to some students, is helping to reduce that stress when little else at the institution has." I think that's an important perspective to keep in mind when we talk about students using AI and how students are using AI is recognizing that education is just one piece of it. That course that they're taking, that assignment is just one of a dozen. It kind of leads me to think about what are the systematic changes that maybe this technology might bring about in terms of how our higher education system is structured. And this is a really big question, I know, and I'm just going to throw it out there, if any of you have any thoughts around this. What do we have to change systematically in order to address some of the underlying concerns that are brought up by, and some of the reasons why students feel like turning to AI is the only choice. Or maybe AI is going to be part of the solution. What are your thoughts on that? It's a big question, I know.

FIZZA:

I can jump in and then other panelists can add on.

CLINT:

Yep. Go ahead.

FIZZA:

I believe, again, I think Jenelle touched on a few of the things that maybe higher education needs to look at a more systemic level. And that is again, the reasons. One of the reasons why students are turning to tools like these is the stakes are very high for assessment. And they feel the pressure and the stress. And often it's constrained by time. Often it's constrained by, again, competing responsibilities that students have. But if that testing or that assessment, the nature of that assessment changes to something more formative assessment rather than summative cumulative assessment that is stressful because of the stakes high, maybe some of that burden can be taken off. I think the other thing that is important is, again, going back to critically re-examining what are our learning objectives for courses? What is it that we want students to learn from, not individual courses, but generally from higher education in general? And I believe one of the really big skills, you can call it a soft skill, but an important one is to learn how to use tools and technologies that are going to be available to us when we go into the professional world. AI is technology that is only going to get stronger and better with time. One of the reasons why faculty and students in higher education at large are struggling with AI is because, again, we've been challenged by a new form of technology that has made us critically examine our own instruction, our assessment, our policies as well. Right now we have set policies related to cheating, academic integrity. We were earlier talking about what extent, what extent the usage of AI can be considered learning and then when does it become cheating? I don't think we have as post-secondary as an industry, we haven't had to ask ourselves that question and set down policies and practices. It's a skill that we need to teach our students. Just the way we learn. We taught them how to identify what is and is not plagiarism, what is copying somebody else's work? How do you paraphrase appropriately? How do you give credit appropriately? I think the same kind of skill set needs to be taught to our students in terms of what is appropriate use of artificial intelligence? How do you use it constructively? Where do you draw the line and when will it become inappropriate use? And the only way we can do that is by embracing technology and making it part of our learning processes, our instruction, our assignments, our assessments. Not by banning it, not by shying away from it, not by prohibiting our students to use it, but rather putting it into our learning spaces and teaching our students how to use it appropriately.

CLINT:

Thank you, Fizza. Christian and Jenelle, I see your hands are up, but I also see we have a couple of people in the audience here, participants. Karen, I see your hand is up, so I'm going to turn the microphone over to you for a question. And then Krishna, I'll come to you Jenelle, And then there's another hand that is raised and we will come in just a moment to that other person. So go ahead.

KAREN:

Hi, Thanks. One of the things that I think higher education hasn't grappled with, and it's been a gap for a while, is interacting with the education system in high school. In Ontario where I live, but across Canada as well I think that a lot of students have been turning to Khan Academy. They've been turning now to ChatGPT and all kinds of external resources to make up some of the gaps that often exist between what instructors expect or assume students to have in terms of background knowledge and skill when they enter university and what students actually have. And I see that as the gap that higher education needs to work a little bit harder to fill. Instead of throwing up our hands and saying, I can't believe students aren't taught binomials in high school anymore. They just need to know it when they get here. And then students get here and they're expected to know something they don't know. And they turn to tools to help them fill in that gap and then they get their hands slapped or just hear negative talk about students in general. I think this is a big gap and I think that AI is filling some of that in a way that perhaps we shouldn't be surprised about. I also don't like the idea of expecting students not to engage with AI when it is going to be part of their futures. Digital literacy is something that programs outside of computer science, I don't think have handled very well. History students, fine arts students, students in all disciplines across all faculties are in desperate need of digital literacy, and especially now gen AI literacy. And it seems like everyone's waiting for someone else to fill that gap. Thank you.

CLINT:

Thank you, Karen. Christian, I'm gonna go to you and I know we're going to talk a little bit too about AI literacy and you have an area of interest, but I want you to get your comment out first and then we'll go to Jenelle.

CHRISTIAN:

Yeah. Thank you. I just wanted to touch on that already because I think we're already talking about it anyways, if that's okay. And what Fizza said, I can only agree and also now Karen. They both have touched on something that I feel is important to take into consideration. When we were talking about banning the whole technology in the beginning of the current, let's say craziness or craze, I think is a better word in English around general generative AI. I think I see it less. But let's say in February, January the talk about banning it was still very present. And I think it never made sense to me at least. And now that we've maybe gone past that, realizing it it's here to stay as my co-panelists and Karen have said, I think we need to acknowledge that yes, I strongly agree. That was actually what my thought was, my comment was to touch on that we need to see our responsibilities in teaching AI literacy that includes preparing students, high school students even, for what is in the future, the workplace, university to see that these things will be really very relevant to them and to not let them constructively and responsibly use these tools and that's help them to do that would be not fulfilling our own purposes and responsibilities. And I think that should be part of what we currently have to call AI literacy. And I think that is something we have to still define a little bit in details, even though there's already research around this. What does AI literacy actually mean? And Karen has called the gen AI literacy, which I like. Thank you for that specification. And I also think that with all the talk

about students using and sometimes the concerns of them abusing these technologies, we also have to acknowledge that faculty themselves have to get AI literate and gen AI literate. And I also think that it's easy to assume that students are sometimes using it for cheating or other ways of academic misconduct. And I also wanted to put a footnote out there. There is obviously also what do you call this in English, unintended abuse and misconduct. I think it's also a cultural topic that in some educational systems, misconduct looks a bit different, but that's just as a footnote. I think that some of the educators also are abusing it as already proved that some faculty members write their reference letters with AI or have them write it for them completely. So I think it's a one-sided discussion if we only say, Oh students, what are they doing with this and are they using it responsibly? No, we also have to teach librarians and faculty. Everyone has to get on top of that topic a little bit, get more AI literate. And there's also other questions we have to think about. What Karen mentioned is really important but I think, I remember from a panel we had here at the conference. There was a school librarian, something we don't have in Germany and I'm currently trying to learn more about that branch is really interesting what they're doing. And she said, I just want to put this out there. We have big questions that stand in front of the, at the beginning of the whole discussion, for example, ChatGPT is only technically supposed to be available to 18-plus users. And you have to have a smartphone to even get the first access code to really use it. And so there's questions of equitable access and accessibility in general that have to be resolved before we can even talk about that branch that needs to get more literate. So I think AI literacy is a very complex topic and I do like, I would like it if we could talk about that topic. Not only from the student perspective, but also including high-school students, for example, or faculty, or librarians and everyone else. I think we all have to get on top of that topic. That's my comment.

CLINT:

That's a great point, Christian. Thank you. Jenelle, I'm going to come to you. Sriram, I do see your hand up, so we'll come to you in just a moment and then we'll go to Lucas. So Jenelle, go ahead.

JENELLE:

Yeah. I think Karen's comments really touched on something that we don't talk enough about sort of in these fears that it's... I call it a class divide between students these days. And especially like I'm a first-generation university student in my family. I'm only one person in my direct kind of relative group who graduated high school. Both my parents did not. And so I went into college initially being like, Oh my god, what's happening here? I dropped out and I didn't go back to school for six years, which turned out great for me. But although the pressures of you're done high school, you're expected to go and do a degree. You're expected to know what do you wanna do. Go to school, do that thing, and then go into workforce is, I think, a bit outdated. But it also is on the basis that you have a relationship that is pre-existing to post-secondary or understanding the skill set you go and need into it. You know, students like me, I grew up in a single-family household. We were very poor growing up. I didn't think about going to college or university throughout the entirety of my high school experience. So nothing I did in high school was to prepare for college or university because I simply didn't think that that was an option



until I was like, Oh, you need that in order to do these jobs I want to do and I went back and I did a much better as a mature learner in school. But we have, we have this all set up on the idea that everybody has equal access if they've gotten through the door. But even if you've gotten through the door of your college or your university, the access you have is unequal. And so I think it's challenging a lot of that. Like, why are we teaching students these sorts of things? And is there a way to teach the why to the students as we're learning that as well. Because if you don't understand why your instructor wants you to do a thing in a certain way, or why you have to go through all these hoops to get your degree. At the end of the day, you're more likely to slip into some of those things that are like, quote unquote "lazy" because you're not seeing the value of it in the short term, especially if you haven't had exposure to academia since childhood. I never went to a college or university campus until I was applying or before my first day. I didn't even go beforehand. I just went to whatever school was the cheapest and that was Douglas. So hooray. That was the first time I showed up to campus was the very first time that I went to school. So it's this really interesting dynamic. And as institutions are also, with funding shortfalls, we're recruiting more and more people to enroll. We have funding that is determined by full-time equivalent enrollment, which is a whole other discussion for another day. But as a recruitment drive for institutions to keep the doors open and the lights on because that's how they're getting their funding. There isn't an equal conversation of if we expand access, theoretically, what are we doing to expand the support students are going to need because you're no longer recruiting just traditional prepared students. You're trying to recruit everybody into the school. And that's the same with international students. Thinking through that if we're changing the dynamic of institutions because we've switched to this weird neo-liberal model of being and operating. We can talk about how that is or isn't appropriate for another, that's a whole other panel discussion, but it is what is the reality. And so how do we use the reality that we're in now and set it up for the support of the learners that we have versus trying to force everybody to kinda conform to the traditional model that hasn't evolved fast enough, than the student base has evolved.

CLINT:

Excellent, Jenelle. Thank you. Lucas, I'm going to come to you. Fizza, I see your hand is up as well too, so I'll come to you. Oh, no. So Lucas in just a moment, but I want to get Sriram in here because Sriram's hand has been up for a while. So please take the mike.

SRIRAM:

Alright, thank you very much. First of all, technology is inevitable. Yeah. So we cannot force somebody to not use the technology and we have to adopt it. When the internet was introduced, the same problem was raised. And now everybody has adopted. Without internet, no one can survive now, we are so much dependent on the internet. Like why is AI is a beautiful thing. And Elon Musk is talking about more on this in charting a chip in our brain, which is called neuro link. And that's gonna be the talk of the town after a couple of months. What I've done for my students, I encourage them to use technology. But technology is a beautiful thing if you know how to use it. Otherwise, technology will use you. And technology can be used for good and bad, both purpose. But I've completely changed the evaluation of students. So for exam,

for exams and all, I conducted the oral exam. Written exam or not, ask them to write something and also not giving your essay as a pattern. I give them, ask them to provide a presentation based on intellect. So I've completely changed the evaluation pattern, so it's working very well. And I just want to share with you on that. Yeah.

CLINT:

Thank you very much for sharing. Great. Lucas, I'm going to come to you and then I want to turn the conversation in just a moment to the ethics of AI and the ethics of the tool. So go ahead Lucas.

LUCAS:

Why don't you start with that, and then I'll jump in because I want to talk about the ethics with my hand here, so I'll just keep my hand up.

CLINT:

Well then no, go ahead. Pick up the conversation because I'm just, you know, we have been hearing, and you brought up Brenna Clarke Gray and some of her work around criticality and stuff around where these tools come from. How they are developed. And I was just wondering what do you think educators should be aware of around the actual ethics around the technology itself before we start using it?

LUCAS:

Thanks, Clint. I guess a couple of things I was kinda going to jump in and around digital literacy and there was some discussion in the chat about that and a project I work on at UBC is Digital Tattoo. And one of the things we do in the Digital Tattoo is we've been helping students unpack the internet for years. And a lot of them got into a lot of challenges with it early on where they were sharing things. They didn't realize where they were being shared, etc. And I think we're kinda slipping into that. Or we could slip into that really easily with AI is students and faculty using it, staff using it without thinking of the privacy implications behind it. So I don't think the data is that transparent about where it's going. There's already been data leaks and it's just really unclear, I find. It's a lot less transparent than other tools I'm used to. How do we start educating students about this? How do we start asking the right questions about privacy around it? Then I just, to kind of jump off another thing related to ethics, I saw Anne-Marie Scott bringing up the idea of plagiarism when we talk about plagiarism. Plagiarism by students, but we can also talk about the plagiarism, the tool itself, and the fact that this tool has scraped the internet, and it's taken a lot of things that people put that they're not realizing it would be used in this way. Now this art is out there, now, writing is out there. And what does this mean? How do we deal with these larger questions? So I think those are the two biggest ethical points for me right now is just the privacy of the tool, what university data is going into it, and how the tool was built. And I'm just looking for a quote here. There was a good article just put out. I'll find it later and drop it into the chat. Just questioning the data scraping and what's being used within the tool.

CLINT:

What about for the rest of you? What are you hearing about? Or what are you seeing around ethical concerns that educators should be aware of around the use of these tools and how these tools have been developed? I see Christian and Jenelle's hands are up, so Christian will go to you first.

CHRISTIAN:

I just wanted to touch on a comment, Lucas. I think all these things are obviously connected, right? So if we're talking about the risks and problematic aspects of it, like bias and so-called hallucinations and plagiarism that comes out of it. All of this has to go into what we are going to do around AI literacy. Gen literacy, as I may now call it. Thank you Karen. Because I think it's good to distinguish that and I think that's a very systematic approach to this. Teaching anyone, not only students, as I said before, how to look at these tools and understand what they are, like look for privacy and ethics statements on the creators' websites. How do I find out who is behind the tool because I'm... I mean, it's not the only tool ChatGPT currently out there that does the same thing. Now we have Googlebot and there's others as well, and also sometimes with different purposes. But of course, as you just said, Lucas, we have to always be wary about what we put in there. And then as a very practical issue like I understand now, and I haven't realized that in the early days of using ChatGPT that you can turn, you can turn the privacy basically back on. It still has to be assessed critically how well that works. But you can basically make a click and you will not... like your, = prompts will not be used anymore to train the tool because that's what we're doing with every interaction, we're keeping on training that tool and the big corpus of data behind it. So these very practical issues have to be in there, but also systematic concepts and ideas of what it means to be AI literate. And I think to understand bias. I think in the chat somebody touched on how there's all these manifestations of colonial and other problematic representations of knowledges that basically iterated or sometimes even elevated throughout these tools. To keep all these things in mind. I think there was one sentence that I come back to. Someone said very early on, "It takes a knowledgeable user to make the most sense of these tools and use them in the most constructive and responsible way." And I think that knowing these things but also keeping track of how they evolve and how something like bias and other problems evolve is something that we really have to get on top of. And I think we should try to get beyond that, the ChatGPT-focused discussion. We need to understand this whole technology better. Plagiarism is more like how it makes up like resources. Obviously how these large language models work. So if we can take that into account, understand that a little bit, we might not ask it for resources anymore. We might ask you to put different things and all these kinds of thoughts. I think this is a really complex topic, and I think we should all connect to work on the idea of AI literacy or gen AI literacy together.

CLINT:

Great Christian, thank you so much. We only have a few minutes left here. Jenelle, I want to go to you, and then I'll come back to each one of you for maybe a wrap-up comment here as we approach the end of our session. But, Jenelle, go ahead with your comment.

JENELLE:

I just wanted to quickly touch on, I think the ethics questions that we discussed when we talk about ChatGPT or other sort of algorithms or digital, the digital space expand out to post-secondary as a whole as well. It's not a new conversation we're having about how some information is privileged over others, especially in colonial systems of learning. And I think it's like having these conversations is really important. But to remember that it's not just because of the advent of ChatGPT that we're worried about what information is seen as valid or what information is presented to us in online searches. Google search has been hiding, Google and other search engines have been hiding content not deemed accurate or relevant. Whatever that means to the algorithm for decades now since it's, since we've been all using it. And so these conversations about who the algorithm privileges, whose information is being seen above all else, what information is being valued by the system? I think there was a quote in the chat by Naomi Klein, But it's like, it's because we, the collective, we're the ones who trained the system. And so how do we also untrain both ourselves and society as a whole about this sort of stuff. And so not thinking about these ethics questions as new necessarily. It's to a new tool, but it's been a conversation that I think we've been having in academia for a while, but it's, it's been a long time in coming, and I think we need to have a very serious look about these sorts of things from a wider standpoint than just the tools. Because the tools are learning from us and from academia. Because we're, we're the people who provide the information for it to collect or not collect. And really being critical about why, why those things happen. And I think that's also the crucial component of how digital literacy ties in is how do we teach people to take the information to use all the tools. It's a tool. Let's use the tool, but how do you think critically about the tool that you're using to have those kinds of questions of like, Oh hey, I've put this thing in about a racial issue and I've gotten 10 articles in the top search for from white folks. So how do I find other information that might provide me a different sense, even if it's from the person who's put forward the information. I think it's a bigger kind of question of academia generally, and it's important to have it in these spaces. And I hope that we can have future conversations about that from a wider lens because I think it's really relevant to especially our calls to action in terms of truth of reconciliation and other sort of decolonizing of this quite colonial structure.

CLINT:

Wonderful, Jenelle. Thank you so much. We're going to wrap up in a couple of minutes here. We do have one more Menti question, but before we get to the final Menti piece, I do want to just open the floor to any of the participants here for any closing thoughts that you might have around this. Perhaps one takeaway that you think is really important for educators to take away around this conversation or any other closing thoughts that you might have. And so I want to start with Lucas. Then we'll go into Christian. Fizza, and Jenelle, I will wrap up with you. Just a brief closing up statement.

LUCAS:

I guess for me I think it's helpful to move beyond the questions around capacity, like, how good is this program going to be? I think it's a very powerful... Generative AI is really powerful and it's

going to keep getting that way. But if we assume that, how can we have critical conversations around it? What kind of questions do we need to ask? How can we help shape it so that we don't get into the same bind that many of us have seen happening with the internet, which went from kind of utopian ideals to the dystopian internet that it is now.

CLINT:

Great. Thank you, Lucas. Christian.

CHRISTIAN:

I can only confirm that thought. I also think it goes the other way round. Wikipedia is a good example for me. I think we have had these conversations in the past. I acknowledged that this technology has legs and it's running faster than any other technology we've seen in the past. But if you do a little bit of a literature review, you will find that the same questions and concerns have been coming up with other technologies in the past, Wikipedia, but also variables and mobile internet data in general. I think that Wikipedia is for me the best example because I think it was seen as a threat in the beginning to academic integrity and to higher education in general. And now we're teaching it. We have Wikipedia editors at libraries and other contexts, and we started to make sense of it and incorporate it into our educational system, find the good aspects of it. But it also is a good example, because I said it in the chat, it also was already an issue. Like a good example just to see the issues and these environments like they have been power structures at work there as well, where you can see who's, who's creating information, and who's on top of who decides what goes in and what it is and relevant and all these kind of things. So we have had this discussion as well. I think we can get on top of that. I think we need to do that together. Bring all the perspectives that we have, all the experiences we make into a network of thinking about this systematically. And I am sure we, in a year from now, we will have different challenges, but also different already better solutions and a better sense of what's happening there.

CLINT:

Thank you. Christian. Fizza, I'm going to turn it over to you for any closing statement you might have.

FIZZA:

Yeah. I think for me, although it's very encouraging to see that the conversation with faculty and with other assignments that we're having. It has moved beyond the initial the reaction earlier on was a lot more fearful in conversations that we're verbally having. The conversation has certainly shifted to yes, it's here to stay. How can we use it better? However, in some of the practical trends, I still see an implicit fear still being there. I discussed this with other members on our team that we've seen a slight uptake in the use of Turnitin as a plagiarism tool. Although University of the Fraser Valley has taken a stance in terms of opting out of using Turnitin's AI detection tool, just generally using Turnitin as a plagiarism tool has gone up on the rise. Just because it seems like there's still an implicit concern that maybe students are going to be misusing different kinds of technology that is available out there. So I think just moving beyond

the conversation, it's important for us to have practically start to use the tool in our learning contexts. Because the concerns are not new just as Christian was saying. We've seen similar concerns back in the day when the internet came up, when Wikipedia came up, when calculators came up, with every new disruptive technology, similar kinds of concerns come up. But then as you hear the student perspective, I think the more we hear the student perspective, the more positive student perspective, that they're using it more productively. They're using it as a learning support tool and not as a cheating tool. I think that student voice, the more faculty hears it, instructors hear it, designers hear it. I think that will certainly bring about a positive change.

CLINT:

Thank you, Fizza, and that's a perfect lead in to Jenelle. Jenelle, I'll let you have the final word here for our session. Thank you.

JENELLE:

Yeah, I think these conversations to me all boil down to what I'm very passionate about, which is access to education and accessible education and what that means. And I think it is really important for students to be involved in these conversations because we are the users of it. And I think we're also the experts in the experience of being a student on campus. And so I would say, don't be shy in including students in these conversations in your classroom. I think that a lot...often, sometimes students feel really disempowered by the system, and we just put our head down and try to get through as fast as possible because we're trying to move on to other things. But the time we spend in academia can really help shape the system for the future generation behind us. And I think it's really important to have faith that students can have production, have productive conversations around these things. And I think a lot of the ethical considerations that we talked about with AI really do expand out to post-secondary education as a whole more generally. And students are really passionate about, students I work with are really passionate about increasing access to education. And I think that means getting people in the door, but also making the experience of education easier and better for all of us. I just thank people for always including students in these conversations, and I'm excited to have more future conversations with you folks and bring more students into these conversations in our own spaces when students meet, because I think it's a really valuable conversation to be had.

CLINT:

Invaluable to hear from students, of course, yes. Thank you, Jenelle. Thank you for articulating the student perspective here for our panel today. Such an important perspective that sometimes does get missed in some of the conversations despite the fact that we are here to serve students. So really appreciate you taking the time and I appreciate the time for all the panelists to join us with your perspectives and your expertise in this emerging area. We are going to share the link one more time, I think, to the Google Doc just so everybody has it. There are some great resources on there. We're going to skip the final Menti activity too, because

we're running really close on time here. So I'm just going to say thank you for participating, and I'm just going to hand it back to Helena here just to wrap things up.

HELENA:

Thank you. I'm multitasking, I'm typing in the chat, but maybe it's faster to say just save the chat for yourself so that you can reflect on some of the amazing prompts and questions that our panelists and our audience have put in the chat. So you can all save the chat by clicking on the three links below. Thank you for the panel. Thank you, Clint, for doing such a good job of navigating us through this very tricky topic. And I certainly have a lot to go learn and think about as we wrap this up. If you want to continue this conversation, you have the opportunity to do so at ETUG, and you can join ETUG virtually. You can join in person. There are options. We have put the registration link in there for you. We also really ask that you complete a short survey with feedback for us. We want to hear from you. How can we do things better? But also, what are things you want us to do? We always read the feedback survey with great attention to see what suggestions are there from the sector. What do you want us to provide in terms of professional development and where should we focus? We also put up some FLO upcoming Friday with Lucas Wright and ChatGPT in the classroom. So please sign up for the free FLO Friday. I'm sure that will be great fun, and very relevant. And there's also a FLO micro course coming up. Because while AI is an important topic, we are working with human beings and creating community is extremely important. So our FLO micro course we'll talk about, we will all explore together on creating course community. So you can sign up for that free professional development opportunity as well. So that's it from our team. Lots to think about. We are so thankful that you showed up today for each and every one of you. And we look forward to connecting with you in the near future again. Thank you so much, everyone.